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ABSTRACT

The report is based upon a survey of 37 teachers and 19 local program administrators randomly selected from a list of 370 Iowa Adult Basic Education (ABE) and High School Completion Instructors, conducted by the Center for Resource Development in Adult Education (CRD). The study, using an inventory based upon a national sample of ABE teachers by Donald Mocker, attempts to identify, classify, and rank the competencies, behaviors, and attitudes of Iowa ABE educators. The listing of the 291 "competencies", categorized into 12 groupings combining three levels (knowledge, behavior, and attitude) with four categories (adult education, curriculum, ABE learner, and instructional process), indicate what competencies ABE educators in Iowa felt were appropriate. The demographic data of the Iowa respondents (experience and education), the listings of the ranked competencies, and a comparison of the rankings of competencies by teachers and administrators are presented and discussed in the succeeding sections. The report concludes that knowledge and behavior regarding the Iowa learner, curriculum, and instruction were ranked as major priorities by Iowa educators. Guidelines are suggested for three uses of the data: (1) hiring, (2) developing inservice programs, and (3) improving teacher preparation programs. The Adult Basic Education Teacher Competency Inventory is appended. (JB)

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Adult Basic Education
Teacher Competency Inventory

- IOWA -

FINAL REPORT

Lorraine M. Zinn

December, 1974

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Mr. Bill Rauhauser, who coordinated efforts in Iowa.

Dr. George Spear, Project Director, Center for Resource Development in Adult Education.

Adult Basic Education
Teacher Competency Inventory

(Iowa)

This is a final report of the results of a survey conducted by the Center for Resource Development in Adult Education (CRD), University of Missouri - Kansas City for the Adult Basic Education Staff Development office of the Iowa Department of Public Instruction. A preliminary report was completed on August 9, 1974.

BACKGROUND OF STUDY

Since the time Adult Basic Education (ABE) programs began to multiply as a result of Federal enabling legislation and establishment of national priorities, ABE teacher training has continued to be of prime importance. However, ABE teacher trainers had relatively few curricular guidelines to follow that were specifically aimed at training teachers for the undereducated adult. From 1964 when the thrust in ABE began, to the present, curricula have been created from experiences of teacher trainers and the target practitioners in the field: ABE teachers and administrators.

With ever increasing frequency, attempts have been made in institutes, workshops, and other types of training sessions to identify what ABE teachers should know, what strategies they should be able to command, and equally important, what effective behaviors are critical to a successful instructional program.

In July, 1973, Donald W. Mocker initiated a study which represented

a systematic effort to identify, classify and rank the knowledges, behaviors, and attitudes appropriate for Adult Basic Education teachers.[1] The Inventory developed as part of that study, which listed 291 statements of teacher "competencies", was distributed to a national sample of ABE teachers and program administrators. On the basis of their responses, the competencies were ranked in order of priority, reflecting the relative importance of each statement in terms of the total responsibilities of the ABE teacher.

In December, 1973, CRD staff members attended a meeting of Region VII ABE Staff Development personnel, held in Kansas City. At that time, Mr. Bill Rauhauser, of the Iowa Department of Public Instruction, expressed an interest in having CRD conduct a similar study of ABE personnel in the state of Iowa. He indicated that the data resulting from the study (herein reported) would be used in the following ways:

1. by ABE program administrators, to provide guidelines for establishing criteria for hiring new teachers who will be "competent" in ABE;

2. by trainers and planners of staff training activities, to plan inservice programs which will meet perceived needs;

3. by personnel at two-year colleges, to develop new preservice (teacher preparation) programs, with special courses for potential ABE teachers.

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[1]Donald W. Mocker. A Report on the Identification, Classification, and Ranking of Competencies Appropriate for Adult Basic Education Teachers. Center for Resource Development in Adult Education, School of Education, University of Missouri - Kansas City, July, 1974.

PROCEDURES

PLANNING MEETING

In February, 1974, Donald Mocker contacted Bill Rauhauser by telephone, to outline the study, discuss sample selection, and establish time lines.

SAMPLE SELECTION

A decision was made to survey a 10% sample of ABE teachers in Iowa, as well as all of the (19) local program administrators.

From a list of 370 Adult Basic Education and High School Completion Instructors supplied by Iowa in May, 1974, a random sample (37 teachers) was selected. There was no attempt made to stratify the sample either by the fifteen community college districts within Iowa, or by type of teaching position (ABE or HSC).

SURVEY INSTRUMENT

The instrument used in this survey was the "Adult Basic Education Teacher Competency Inventory",[2] developed by Donald W. Mocker, Associate Director of the Center for Resource Development in Adult Education.[3]

Basically, the Inventory consists of a listing of 291 "competencies" which have been identified as being appropriate for ABE teachers. The competencies have been divided into three levels: Knowledge, Behavior and Attitude. Knowledge is defined as the ability to recall and recognize

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[2]Appendix A

[3]Procedures for the development and validation of the Inventory are described in the report cited previously (Mocker).

specifics and universals; Behavior is the demonstration of ability to perform; and Attitude is the ability to develop, receive and respond to feelings, interest and values.

In addition to being classified by levels, the competencies were also placed in one of four categories. The categories are defined as follows: Adult Education is a planned process by which men and women seek to increase their knowledge, understanding or attitudes; Curriculum is a structured series of intended learning outcomes; ABE Learner is a person sixteen years of age or older, who has not achieved an eighth grade education or its functional equivalent and who is enrolled in an ABE program; and Instructional Process is defined as an organized plan established for the purpose of facilitating learning of the curriculum.

MEETING WITH PROGRAM COORDINATORS

On May 31, 1974, Donald Mocker attended a state meeting of ABE program coordinators in Des Moines, to describe the study and discuss its implications.

DATA COLLECTION

About May 20, CRD mailed to Bill Rauhauser sufficient copies of the Inventory to be administered to the selected teachers and all local program directors in the state. Completed surveys were returned to the staff development office at the Iowa Department of Public Instruction, then forwarded by groups to CRD in Kansas City.

When the completed Inventories were received by CRD, the responses were divided into the predetermined categories and levels, so that 12 separate groups of related responses were tabulated. These groups are described as follows:

1. Knowledge - Curriculum
2. Behavior - Curriculum
3. Attitude - Curriculum
4. Knowledge - ABE Learner
5. Behavior - ABE Learner
6. Attitude - ABE Learner
7. Knowledge - Scope and Goal of Adult Education
8. Behavior - Scope and Goal of Adult Education
9. Attitude - Scope and Goal of Adult Education
10. Knowledge - Instructional Process
11. Behavior - Instructional Process
12. Attitude - Instructional Process

Using the rating scale (1 - 5) from the Inventory, a mean score was determined for each of the 291 statements of competencies. These mean scores were then ranked within each of the twelve groups, so that competencies which received the highest ratings appear at the beginning of the list, and those of lowest rating at the end.

Three separate lists of "competencies listed in order of priority" were compiled, representing 1) all teachers who responded, 2) all program administrators who responded, and 3) the combined responses of teachers and administrators.

RESULTS

SURVEY RETURNS

The Inventory was distributed in May, 1974, and the first returns arrived in Kansas City on May 31. Three and one-half weeks later, on June 25, a decision was made jointly by the Iowa and Kansas City offices to process the data which had been received. No further inventories were received after June 25.

Of the 37 ABE instructors surveyed, a total of 33 (89%) responded. Fourteen (74%) local program directors completed Inventories.

DEMOGRAPHIC DATA

A compilation of demographic data appears in Table I (page 7).

Two-thirds (67%) of the teachers who responded are female, as well as the majority (64%) of administrators.

The program coordinators (administrators) who responded represent a more experienced group, on the whole, than teachers. Seventy-nine percent (11) of the administrators have worked in ABE for at least five years, while only 26% (8) of the teachers have equal experience. Another 26% of the teachers, in fact, had worked only one year or less in ABE at the time the survey was administered. In contrast to the administrator population, the majority of teachers (74%) have had less than five years of experience in ABE.

Employment in ABE is largely part-time for teachers (94%), but not for administrators, 57% of whom indicate that their ABE employment is full-time. Thirty-five percent (11) of the teachers who responded hold full-time teaching positions, about evenly divided between the elementary

TABLE I: DEMOGRAPHIC DATA

	Teachers	Administrators	Total
Number of responderts:	33	14	47
Sex: Male	10	5	15
Female	22	9	31
NR (no response)	1	0	1
Years experience in ABE:			
1 yr.	8	1	9
2 yrs.	5	1	6
3 yrs.	6	1	7
4 yrs.	4	0	4
5 yrs.	5	5	10
more than 5 yrs.	3	6	9
NR	2	0	2
Employment in ABE:			
Full-time:	1	8	9
Part-time:	31	6	37
NR:	1	0	1
If part-time in ABE, what is full-time teaching position:			
Pre-school:	NR	NR	NR
Elementary:	5	1	6
High School:	6	NR	6
College:	NR	NR	NR
NR:	20	5	25
Most recent attendance at ABE teacher training program:			
During past 6 months:	25	14	39
6 months to 1 yr. ago:	4	0	4
More than 1 yr. ago:	1	0	1
Have never attended:	1	0	1
NR:	2	0	2

or secondary level. Of the six part-time administrators, only one indicated a full-time teaching position, at the elementary level. No teacher or administrator responded that he/she holds a full-time teaching position either below the elementary level or beyond high school.

The percentage of non-responses to this question was rather high, for both teachers and administrators. Although a total of 31 teachers indicated that their employment in ABE is part-time, a majority (65%) did not respond to the question of full-time teaching. Of the six part-time administrators, only one indicated a full-time teaching position. The other five (83%) did not respond at all.

A full 100% of the local program coordinators had attended some type of ABE training function within the six month period preceding their response to the Inventory (June, 1974). Attendance for teachers was somewhat less recent, although a great majority (79%) indicated that their last attendance was during the past six months. With the inclusion of another 4 teachers who had attended 6 months to a year previously, a total of 88% had attended an ABE training function within the preceding year.

RANK ORDER OF COMPETENCIES

As indicated earlier in this report, three separate rank order lists of competencies were compiled, reflecting the perceptions of (1) teachers, (2) administrators, and (3) the total group of 47 respondents. When the rank order established by administrators was compared with that established by teachers, the differences in rank order appeared to be insignificant. Thus, the combined rank order has been reported.

In the preliminary report, only those competencies of highest priority (above the mean within each group) were reported. The list which follows, beginning on page 11, includes all the 291 statements on the Inventory. It should be interpreted using the following guidelines:

1. The total of 291 statements has been divided into twelve groups, as described earlier in this report.

2. Within each group, the competencies are listed in rank order, with the competency considered to be of highest priority (having the highest mean score) listed first. Thus, the last statement within each group represents the competency which received the lowest rating within that particular group.

3. When two or more competencies have exactly the same mean score rating, they are numbered according to standard rank order procedure.

4. In order to provide the most usable data to staff development personnel, the actual mean scores have been translated to the descriptive terms used on the Inventory (1 = no competency required; 2 = slight; 3 = moderate; 4 = considerable; 5 = complete).

5. Within each group, the mean of means is represented by the symbol **********. This symbol separates the competencies which are of higher priority (above the mean for that group) from those of lower priority (below the mean for that group).

COMPETENCIES LISTED IN ORDER OF PRIORITY*

Knowledge - Curriculum

Considerable competence required in the following:

An ABE teacher:

1. has knowledge of practical arithmetic skills.
2. has knowledge of the primary comprehension skills.
3. has knowledge of the fundamental skills of communication - reading, writing, spelling, and listening - as well as other elements of effective oral and written expression.
4. has knowledge of arithmetical and mathematical skills including problem solving.
5. has knowledge of the vocabulary skills that should be developed by ABE students.
6. can recognize what components of the subject are essential to the adult student.

7.5 has knowledge of the content components necessary for teaching reading.

7.5 can identify the major topics, characteristics, and concepts of each subject.

9. has knowledge of phonic components.
10. has knowledge that math is developmental; skills build upon others.
11. has knowledge of the interpersonal skills of effectively relating oneself to family, community, and society.
12. has knowledge of the sequence of reading skills.

****

13. has knowledge of the basic concepts of the arithmetic curriculum from the primary school level through the high school level.
14. has knowledge of functional reading word lists.
15. has knowledge of developmental tasks of adults.

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*As ranked by ABE teachers and program directors in Iowa.

An ABE teacher:

16. has knowledge about adult home life skills and consumer education.

17. has knowledge of the important concepts of both traditional and modern math.

18. has knowledge of the principles of penmanship.

19. has knowledge of the Language Power frame types.

Behavior - Curriculum

Considerable-to-complete competence required:

1. adapts curriculum to the needs of the adult student.

Considerable competence required:

2. demonstrates personal skill in the processes of reading, writing, arithmetic as well as in other basic areas of the ABE curriculum.

3. demonstrates ability to maintain his/her own mental and physical health.

4. organizes a plan of skill instruction that demonstrates appropriate sequence, continuity, and integration.

****

5. breaks subject matter down into its component parts.

6. helps students control and adjust to change.

Moderate competence required:

7. identifies curriculum development process and the relationship between the curriculum, learning activities, educational objectives,and terminal tasks.

8. interprets and uses a functional model of the curriculum development process that is appropriate for selection, production, and evaluation of instructional programs.

Attitude - Curriculum

Considerable competence required:

1. is aware of the content in relation to the learner's objectives.

2. recognizes that math instruction should include instruction in reading and vocabulary.

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An ABE teacher:

3. recognizes the importance of social living skills (consumer education, health, nutrition, practical government, and conservation).

4. has commitment for the subject matter.

Moderate-to-considerable competence required:

5. has a commitment to keep up to date on new developments in content areas.

Knowledge - ABE Learner

Considerable competence required:

1. has knowledge of the impact of prior educational experiences and failures upon the under-educated adult.

2. has knowledge of the effect(s) of discrimination upon the self-concept of ABE students.

3. has knowledge of what motivates adults to participate in programs.

Moderate-to-considerable competence required:

4. has knowledge of the psychological problems of the adult student.

5. has knowledge of cultural and social forces that influence adult learning.

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Moderate competence required:

6. knows principles of learning as they apply to the adult student.

7. has knowledge of the economically disadvantaged and various ethnic groups.

8. has knowledge of students' backgrounds.

9. has knowledge of the changes in physiological, mental, and social development throughout life.

10. has knowledge of the existence of the developmental tasks of adulthood.

Behavior - ABE Learner

Considerable competence required:

1. identifies the needs of individual learners.

An ABE teacher:

2. raises students' self-concepts.

3. motivates students.

4. relates to the differences in people.

5. identifies what is the basis of mutual respect between teacher and student.

6. finds and develops potential talents.

7. identifies the students' level of aspiration and despair.

Moderate-to-considerable competence required:

8. finds reasons for low self-concepts of individual students.

Moderate competence required:

9. analyzes ways in which environment has conditioned the learner.

****

10.5 identifies some of the causes of discrimination.

10.5 lists the various community social, educational, and training agencies which serve adults and can state the major functions of each.

12. interprets the social characteristics of the under-educated adults.

13. describes the social and emotional characteristics, as well as intellectual and physical abilities, of under-educated adults.

14. identifies the students' informal social groups.

15. analyzes the influences that subcultures have on the lives of individual students.

16. assesses individual physical differences.

17. determines signs of physical decline.

Slight competence required:

18. uses sociograms.

Attitude - ABE learner

Considerable competence required:

An ABE teacher:

1. believes there is potentiality for growth in most people.
2. has accepted the fact that there are differences between children and adults as learners.
3. accepts the importance of recognizing individual differences.
4. is challenged by the needs of students.
5. does not fear students who come from different backgrounds.
6. believes in freedom of thought and expression.

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7. does not over-generalize and stereotype.
8. is aware of the differences in background of experience among his/her students and recognizes their limitations.
9. has an awareness that there are merits in the learner's way of living.
10. has a commitment to assist adults to assume new roles in society.

Knowledge - Scope and Goal of Adult Education

Considerable competence required:

1. has knowledge of recruiting the under-educated adult as a learner.

Moderate-to-considerable competence required:

2. has knowledge of the theory and practice of teaching in adult education.

Moderate competence required:

3. has knowledge of new developments and recent recommendations in adult education.
4. has knowledge of agencies and institutions found in the community.
5. has knowledge of social structure and characteristics of the community.

An ABE teacher:

6. has knowledge of the philosophical bases and issues of adult education.

7. has knowledge of the community development approach to adult education.

8. has knowledge of theory and practice of program development

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9.5 has knowledge of the nature of adult basic education in legislation.

9.5 has knowledge of the nature of the literacy problem in the U. S.

11. has knowledge of the sociology of adult education.

12. has knowledge of institutional arrangements of adult education.

13. has knowledge of the emergence of adult education as a marginal institution.

14. has knowledge of the historic and contemporary approaches to literacy.

15. has knowledge of the financing of adult basic education.

Slight competence required:

16. has knowledge of the historical structure and background of adult education.

Behavior - Scope and Goal of Adult Education

Considerable competence required:

1. uses the services of state and local agencies responsible for adult basic education.

2. applies the concept of continuing education to increase her/his professional competence.

Moderate-to-considerable competence required:

3. states the primary reasons for integrating reading into the total adult basic education program.

4. interprets the adult basic education program to other teachers and the community.

Moderate competence required:

5. uses the techniques of public relations.

An ABE teacher:

6. explains the difference between teaching children and teaching adults.

7. explains the similarities and differences between general and vocational education.

8. uses information from professional journals, organizations, and associations.

9. organizes and uses the services of local adult basic education advisory committees.

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10. identifies the current issues in adult education.

11. identifies the problems and principles of administration in adult education.

12. takes responsibilities for leadership in civic community activities.

13. explains the goals of general education.

14. interprets the intent of enabling legislation of adult basic education.

15. interprets the foundations of adult education.

Slight-to-moderate competence required:

16. explains the processes involved in group or community change.

17.5 interprets the structure of the community.

17.5 explains how liberal adult education can be applied to adult basic education.

Slight competence required:

19. interprets national, state, and local objectives of adult basic education.

20. interprets, evaluates, uses, plans, and conducts pertinent research in adult education.

21. identifies similarities and differences between two or more educational philosophies.

22. identifies the philosophic base of adult education and interprets its various aspects in American society.

23. explains the theories which relate to the andragogical model.

Attitude - Scope and Goal of Adult Education

An ABE teacher:

Considerable competence required:

1. has confidence in her/his ability as a teacher.
2. has a strong commitment to adult education.
3. has a commitment for continuous learning.
4. believes in a responsive and responsible citizenry.
5. believes that innovation and experimentation are necessary and desirable for the growth of adult education.
6. desires to be a responsible leader of her/his profession.

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7. has accepted a system of values about adult education.

Moderate competence is required:

8. recognizes that the ultimate goal of teaching reading to ABE students is to enable them to read and comprehend on approximately an 8th grade level.
9. accepts responsibility for personal behaviors that affect the health of others.

Knowledge - Instructional Process

Considerable competence required:

1. has knowledge of methods and materials for teaching arithmetic to adults.
2. has knowledge of the more widely used and usable ABE materials.
3. has knowledge of the areas of applicability of the skills he/she is teaching.
4. has knowledge of remedial reading techniques.
5. has knowledge of the psychological factors which affect learning.
6. has knowledge about possible handicaps of non-readers.
7. has knowledge of method and materials for teaching language arts to adults.

An ABE teacher:

8. has knowledge of the principles of adult learning.

9. has knowledge of the sequence of teaching word attack skills.

Moderate-to-considerable competence required:

10. has knowledge of the characteristics of testing and evaluating adults.

11. has knowledge of agencies found within the community that can assist the students.

12. has knowledge of the design of an effective learning situation.

Moderate competence required:

13. has knowledge of the language experience approach in teaching reading.

14. has knowledge of the criteria for the selection and evaluation of adult materials.

15. has knowledge of the reasons why an adult participates in educational programs.

****

16. has knowledge of the materials and methods for each type of reading deficiency.

17. has knowledge of the sociological problems of adults.

18. has knowledge of group dynamics and leadership techniques.

19. has knowledge of the means of evaluating general and specific objectives.

20. has knowledge of the anxieties about learning that are specific to women and other identifiable groups.

21. has knowledge of the rationale for the linguistic and sightword approaches to the teaching of reading.

22. has knowledge of the instructional cycle.

23. has knowledge of the logical principles upon which instructional materials are developed, selected, and utilized.

24. has knowledge of the basic principles and techniques of group process.

An ABE teacher:

25. has knowledge of the cognitive, psychomotor, and affective domains of educational objectives.

26. has knowledge of the technique of stating objectives in behavioral terms.

27. has knowledge of economic and labor market information.

Behavior - Instructional Process

Considerable-to-complete competence required:

1. effectively communicates with adults.

Considerable competence required:

2. develops within the adult a sense of her/his progress and abilities.

3. develops within the adult a sense of confidence.

4.5 plans instruction to begin at the student's learning level.

4.5 develops a climate that will encourage students to participate.

6. motivates adults.

7. humanizes the learning process.

8. adapts instruction to the background of the adult.

9. relates subject matter to the student.

10. plans instruction for individual students.

11. modifies her/his teaching to accommodate individual and group learner characteristics.

12. plans independent study effectively with students.

13.5 helps students identify needs and goals.

13.5 evaluates her/his teaching effectiveness.

15. functions as a group member.

16. helps the adult student determine personal learning objectives and become a self-directed learner.

17. selects instructional approaches to remedy deficiencies in computation.

An ABE teacher:

18.5 arranges flexible grouping for learning.

18.5 is imaginative.

20. selects instructional approaches to remedy deficiencies in reading.

21. applies knowledge of materials and procedures gained from other teachers to improve her/his own teaching.

22. evaluates student progress and provides continous feedback.

23.5 uses questions at all levels of comprehension.

23.5 applies basic principles of adult learning to instructional situations.

25. coordinates and supervises classroom activities.

26.5 provides practice activities that reinforce classroom instruction.

26.5 guides students' learning through their personal experiences and observations.

28.5 prescribes instructional materials which will meet the abilities of the student.

28.5 gives instruction to students to improve word attack and reading comprehension skills.

30.5 uses humor in the classroom.

30.5 develops and uses a system to keep records for each student.

32. applies democratic principles to everyday life.

33.5 helps students learn and use the methods and tools of problem-solving.

33.5 plans learning experiences for students which will improve word recognition and comprehension skills.

35. evaluates her/his subject matter teaching performance.

36. diagnoses deficiencies in students' basic computational and reading skills.

37. relates classroom instruction to the job experiences of students.

38. applies knowledge of social, psychological, and physiological factors which affect adult learning, to the teaching-learning situation.

An ABE teacher:

39. helps the student to develop perceptual processes (visual and auditory discrimination, fluency in speaking and writing).

Moderate-to-considerable competence required:

40.5 selects and uses techniques for particular learning tasks.

40.5 assists students in making immediate application of what they have learned.

42. devises techniques to facilitate recall.

43. recognizes learning problems and determines physiological, psychological, and sociological characteristics that may affect motivation.

44. administers and interprets an informal reading inventory and math inventories.

45.5 organizes topics in logical sequence.

45.5 teaches students to interpret data.

47.5 maintains attention in the classroom.

47.5 uses the problem-solving approach.

49. uses programmed and self-directed materials.

Moderate competence required:

50.5 summarizes and reviews the main points of a lesson or demonstration.

50.5 recognizes and describes the steps involved in planning, decision-making, and problem solving.

52. guides and counsels adult students.

53. explains how the democratic process is applied to everyday life.

54.5 maintains a clean, orderly classroom.

54.5 demonstrates procedures for determining the instructional reading level of a student.

56. demonstrates and gives examples of concepts and principles.

57. explains what is individually prescribed instruction.

58. locates, interprets, and applies research and new developments to improve teaching.

An ABE teacher:

59. provides adapted programs for the physically handicapped.

60. uses pre-tests and post-tests.

61. integrates knowledge of reading skills, particular dialects, and reading problems with instructional materials.

62. evaluates and reports on student progress.

63. uses the language experience approach to teach reading.

****

65. selects and develops instructional materials.

65. plans methodology to develop students' communication skills.

65. describes characteristics of the adult learner.

67.5 applies principles of attitude and behavior change.

67.5 constructs informal tests and measurement techniques to evaluate student achievement.

69. develops generalizations supported by facts.

70. administers, selects, and interprets results of tests that will yield necessary data on needs and interests of students.

71. chooses testing procedures and programs that will yield necessary data on students.

72. teaches students to form generalizations.

74. functions in a team teaching situation.

74. writes and uses instructional materials.

74. plans instructional activities which bring resources of the community to bear on needs of students.

77. recognizes behaviorally stated objectives.

77. formulates instructional objectives and devises a system for involving students in this process.

77. lists the major causes of reading difficulties in adult students.

79.5 designs a study plan for students based on results of diagnostic tests.

79.5 evaluates published adult instructional materials.

An ABE teacher:

81. applies generalizations to specific situations.

82. maintains discipline in the classroom.

83. differentiates between leadership styles.

84. differentiates responsibilities and makes plans that incorporate teacher talents.

85.5 classifies oral and silent reading characteristics, including errors, of the adult student.

85.5 develops a system whereby teacher and students can jointly design learning experiences.

87. operates a learning laboratory.

88. coordinates a specific curriculum program with the total program of which it is a part.

89. describes the social structure of the local community as it relates to ABE students.

90. determines the difficulty, validity, and reliability of teacher-made tests.

91. constructs informal reading inventories.

92. differentiates between goals and objectives.

94.5 identifies and analyzes terminal behaviors.

94.5 determines modes and rates of learning through diagnosis.

94.5 recognizes action words appropriate to a given behavior.

94.5 uses mass media as an educational means.

97. applies psychological principles to the selection of instructional objectives.

98. applies knowledge of economic and labor market information to the vocational endeavors of students.

99. interprets and uses progress charts and other records on students.

100. describes the social, psychological, and physiological effects of the aging process on learning.

102. aids the student in obtaining employment or on-the-job training.

102. performs as a professional consultant and counselor.

102. teaches the student to use the scientific method.

104. administers and interprets standardized tests.

An ABE teacher:

105. states objectives in behavioral terms.

106. constructs profiles which reflect pupil attainment, potential, and expectations in reading.

107.5 interprets and uses the results of standardized achievement tests.

107.5 describes and explains the factors (physical, psychological, neurological, and environmental) which may cause reading problems.

109. explains the problems related to testing the under-educated adult.

110.5 conceptualizes and performs processes to evaluate the student, teacher, and total program.

110.5 operates duplicating equipment and instructional hardware.

112. prepares new teachers for innovative and changing programs.

Slight-to-moderate competence required:

113. reproduces phonemes which are found in regional dialects.

114. uses criterion-referenced evaluation instruments.

115. uses prescribed classroom organizational plans.

116. demonstrates handwriting.

117. selects audio-visual materials.

Slight competence required:

118.5 formulates criteria for selecting teachers and lay leaders.

118.5 interprets the results of vocational interest inventories.

120. describes and makes distinctions among the three modalities by which people learn.

121. makes daily lesson plans.

122. makes arrangements for and conducts field trips.

123. conducts community surveys for purposes of improving instruction.

124. chooses standardized achievement tests.

An ABE teacher:

125. locates standardized tests.

126. constructs audio-visual materials.

No-to-slight competence required:

127. purchases equipment and supplies.

Attitude - Instructional Process

Considerable-to-complete competence required:

1. has an open mind and is willing to accept ideas of others.

2. appreciates the need to adjust the rate of instruction to the student's rate of learning.

3. recognizes the importance of dealing with students as a friend and advisor.

Considerable competence required:

4. believes that adults can learn if motivated and given sufficient time.

5. enjoys a challenge and is willing to try novel or unique strategies in broadening horizons of students.

6. strives in quest of methods, techniques, and materials to help students succeed.

7. is sensitive to adult needs for new information and understandings.

8. believes that determination of instructional goals and objectives is the responsibility of both teacher and learner.

9. views program evaluation in terms of the changing needs of students.

10. has an accurate perception about the purpose and process of learning.

11. develops empathy toward those who live in conditions of poverty.

****

12. believes that experimentation and innovation are vital to successful program development.

An ABE teacher:

13. is sensitive to ethnic differences.

14. believes that negative attitudes toward learning can be changed to positive attitudes through reinforcement.

15. believes that elementary level literacy materials can be successfully taught to adults if made relevant to their life styles.

16. believes in the effectiveness of group energy and group action and its special relevance for adults.

Moderate-to-considerable competence required:

17. recognizes a positive relationship between dialects and standard English: both forms of spoken language are useful in their unique settings.

18. believes that the physical characteristics of the environment affect the quality of learning by students.

Slight competence required:

19. believes that before "middle class" attitudes and values can be accepted the learner's living conditions must also be changed.

PRIORITIES INDICATED AMONG GROUPS OF COMPETENCIES

Although the competencies within each of the twelve groups were ranked according to the rating they received, there is a further indication of priorities among the groups.

For example, the group of competencies labeled "Attitude - ABE Learner" was ranked the highest (by mean scores) by the total respondents of any of the twelve groups. The group labeled "Behavior - Scope and Goal of Adult Education" received the lowest priority ranking as a total group. There were a few differences between teachers and administrators which may be of interest.

Table II lists the twelve groups in ranked order, beginning with the group which received the highest priority. Separate lists are shown for 1) the total number of respondents; 2) teachers;and 3) administrators. The level at which a specific group is listed in the chart indicates its relative degree of priority. Actual mean scores appear in the left margin. A correct interpretation of the chart reveals (as an example) that the group "Attitude - Adult Education" was ranked as the second highest priority of teachers and the third highest administrator priority. However, the level at which this group ("Attitude - Adult Education") appears on the chart indicates that its overall mean score (priority rating) was lower for administrators than the fourth ranked priority for teachers.

TABLE II: COMPARATIVE RANKED ORDER OF GROUPS OF COMPETENCIES

	Total Respondents	Teachers	Administrators
4.55-			
4.50-	Attitude-ABE Learner	Attitude-ABE Learner	Attitude-ABE Learner
4.45-			
4.40-		Attitude-Adult Ed.	
4.35-	Attitude-Adult Ed.	Attitude-Instruction	
4.30-	Attitude-Instruction	Attitude-Curriculum	Attitude-Instruction
4.25-			
4.20-	Attitude-Curriculum		Attitude-Adult Ed.
4.15-	Behavior-Curriculum	Behavior-Curriculum	Behavior-Curriculum
4.10-	Knowledge-Curriculum	Knowledge-Curriculum	Knowledge-Curriculum
4.05-			Attitude-Curriculum
4.00-			Knowledge-Adult Ed.
3.95-	Knowledge-ABE Learner	Knowledge-Instruction	
3.90-	Knowledge-Instruction	Knowledge-ABE Learner	
3.85-	Behavior-ABE Learner	Behavior-ABE Learner	Behavior-ABE Learner
3.80-		Behavior-Instruction	
3.75-			Knowledge-Instruction
3.70-			
3.65-	Behavior-Instruction		
3.60-			Behavior-Instruction
3.55-			
3.50-			
3.45-	Knowledge-Adult Ed.	Knowledge-Adult Ed.	Knowledge-Adult Ed.
3.40-			
3.35-			
3.30-		Behavior-Adult Ed.	
3.25-	Behavior-Adult Ed.		
3.20-			
3.15-			
3.10-			Behavior-Adult Ed.

DISCUSSION

DEMOGRAPHIC DATA

The "part-time" vs. "full-time" question lends itself to wide interpretation, due to the fact that the terms are not easily defined. If a teacher is employed part-time in ABE, does one assume that he/she is also employed full-time elsewhere, and is teaching in ABE either from a secondary interest or a realistic need for financial support? Or are there some part-time ABE teachers who have no other full-time emplyoment (e.g.,housewives) and, thus, have a great deal of commitment to their ABE work?

There are several indications in the demographic data supplied by the random sample of Iowa ABE teachers which would indicate that part-time employment in ABE is <u>not</u> a reflection of partial or secondary commitment. Although 94% of the teachers surveyed are employed part-time in ABE, more than half of them (58%) indicated that they have been working 3 years or more in the field. This indicates an ongoing interest and commitment.

The "turnover rate" for teachers (26% who have been employed a year or less) always is a source of concern; but this is offset in Iowa by the fact that a great majority (79%) of those who responded had attended an ABE teacher training function within the six-month period preceding completion of the questionnaire (June, 1974). With the inclusion of another 4 teachers who had attended six months to a year previously, a total of 88% had attended an ABE training function within the preceding year.

Of the administrator population surveyed, a slight majority (57%) are employed full-time in ABE. They are also, as a group, more experienced than teachers who responded. Seventy-nine percent (11) of the program coordinators have worked in ABE for at least five years. These factors lend stability to the ABE program in general.

As with teachers, the 43% part-time employment seems to be no indication of lack of commitment to ABE. Every one (100%) of the administrators who responded to the survey had attended an ABE training function within the preceding six months. Due to the wording of the survey instrument ("ABE teacher training function"), the researcher cannot interpret whether program coordinators actually attend teacher training functions, or whether they participated in specialized training for administrators.

The one "mystery question" on the demographic sheet requested of those employed part-time in ABE to indicate the level of their full-time teaching position, if indeed, they are employed full-time as teachers. Only thirty-five percent (11) of the teachers responded to this question. These were about evenly divided between elementary and secondary level teaching. No teacher responded that he/she holds a full-time teaching position either below the elementary level or beyond high school. Only one of the six part-time administrators indicated a full-time teaching position, at the elementary level.

This leaves the majority of part-time teachers and administrators unaccounted for, in terms of full-time employment. Of the 31 part-time teachers, 65% (20) did not respond to this question. Five of the six part-time administrators (83%) also gave no response.

A few interpretations can be offered. Either the non-respondents

1) have no employment other than ABE; 2) are employed full-time in non-teaching positions; 3) chose not to respond to this question; or 4) overlooked the item. In the case of ABE administrators, the assumption could be made that their full-time employment is administrative in nature, rather than instructional. Due to limitations of the data collected, no further speculation can be made about teachers' full-time employment.

RANK ORDER OF COMPETENCIES

The decision to report a single list of competencies in priority order, as established by the total of 47 respondents (both teachers and administrators), was made because there were no significant differences between the rank order as established separately by each of those groups.

This does not mean, however, that the mean scores for each competency statement were exactly the same for both groups. It was the rank order which was compared and found to be almost identical.

For example, the statement listed as second highest priority in the group "Knowledge - Curriculum" (page 10) is the following:

> 2. has knowledge of the primary comprehension skills.

This statement received a composite rating (mean score) of 4.636 by teachers and 4.500 by administrators. Yet, in both cases, it ranks second highest in the total list of 19 statements in this group.

The researcher interprets these similarities as an indication that the sample of ABE teachers and program coordinators surveyed in Iowa have a common understanding of the priorities for teacher knowledges, behaviors and attitudes in the adult basic education program.

This is an additional balancing factor when one feels concern about the high percentage (94%) of teachers who are employed only part-time in ABE. Perhaps the specialized ABE training, attended by 100% of the program coordinators and 88% of the teachers within the previous year, helped create this common agreement among ABE personnel. In any event, it certainly makes planning for teacher training functions easier, and to a great extent, ensures that training activities planned by program administrators will usually be appropriate for teachers. This helps to narrow the traditional teacher - administrator gap.

The reader should be reminded at this point that the present study should not be considered as a needs assessment. We did not ask teachers to indicate the competencies for which they need training; but, rather, to indicate which competencies they felt were most desirable for an ABE teacher to possess.

The rank order listing of competencies in each of the twelve groups should be interpreted, therefore, as A LISTING, IN PRIORITY ORDER, OF BEHAVIORS, KNOWLEDGES AND ATTITUDES APPROPRIATE FOR ADULT BASIC EDUCATION TEACHERS IN IOWA. Once such a list is established, the next step, of course, is to make some assessment of the specific areas in which teachers are competent, then compare the results with the priority listing of areas in which they feel they should be competent, and plan training accordingly.*

*Further commentary is made in the "Final Note" on page 45 .

A priority listing of competencies was made for each of the twelve groups of statements on the Inventory. The twelve separate lists (beginning on page 10) will be discussed briefly, noting trends and any specific statements which should be examined.

Knowledge - Curriculum

The order of priority established within this group indicates an emphasis on knowledge of language and reading skills, as well as thorough knowledge of whatever subject matter the teacher deals with. Knowledge of mathematics is of less priority, as are the "social living skills" such as interpersonal relations and consumer education. This listing is almost identical to the rank order established by the national sample of ABE teachers and administrators, as reported in the Mocker study (1974) previously cited.

Behavior - Curriculum

This listing, as the previous one, is almost identical to the rank order established for this group by the national sample of respondents. The behaviors identified as having the highest priority in this group indicate that teachers perceive their role regarding curriculum as that of the "translator", selecting from already developed curriculum that which is appropriate for instruction of their own students. The process of curriculum development, program planning and evaluation is, apparently, the work of ABE personnel other than teachers.

Attitude - Curriculum

This group of statements is so small that a rank order is of little consequence. However, the three statements which are of highest priority reflect attitudes of teachers toward the student, and what is taught to the student. The two statements of lower priority deal with the teacher's own professional growth in specific content areas.

Knowledge - ABE Learner

The statements ranked as highest priority within this group describe knowledges about what may motivate or hinder an adult's participation in ABE programs. Specific factors such as "effects of discrimination" and "impact of prior education experiences and failures" are ranked higher than broader and more general statements about "students' backgrounds" and "changes in physiological, mental, and social development".

Behavior - ABE Learner

Highest priority in this group is placed on statements of behaviors related to the individual learner, and efforts to establish a positive relationship of mutual respect, support, and confidence. The first eight statements correspond exactly to the eight statements of highest priority nationally. Statements of lesser priority describe behaviors which relate to the learner within the larger society, and which emphasize physical differences and weaknesses. The order in which statements were ranked within this group reflects an obvious concern for emphasizing the positive rather than negative factors, when dealing with adults as learners.

Attitude - ABE Learner

Perhaps the most important characteristic of this group is that all of the statements are rated as requiring "considerable" competence on the part of the teacher. This is consistent with the high ratings throughout the study of all statements describing attitudes which may be appropriate for ABE teachers. This particular group of statements ("Attitude - ABE Learner") received the highest mean scores of any of the twelve groups, (See Table II, page 28) and should thus be considered of the highest priority.

Knowledge - Scope and Goal of Adult Education

All of the statements which are rated of highest priority (above the mean) for this group were also rated of highest priority in the national study. In general, ABE teachers and administrators who responded consider it most important to know about theory and practice in adult education and program development, as well as the philosophical bases and issues of adult education. Of less importance is knowledge about the historical, financial and legislative background of ABE.

Behavior - Scope and Goal of Adult Education

This group of statements, as a whole, received the lowest priority rating of any of the twelve groups, as indicated in Table II. Evidently, the behaviors which reflect an understanding of the scope and goal of adult education are of minimal importance to ABE teachers.

Within this group, the behaviors which do rank as highest priority are of a more specific nature than those of lower priority. They describe how the teacher uses services of agencies responsible for ABE, interprets the ABE program to others, and maintains his/her own professional competence.

A specific item to be noted here is the statement: "explains the theories which relate to the andragogical model." It is apparent from this study, as well as the national study, that the term "andragogical" is not familiar to many teachers. We might have observed a higher priority rating of this item if there had been an explanation that "andragogy" is a parallel term to "pedagogy", describing the function of teaching adults rather than teaching children. Essentially, this statement is not different from the statement which is ranked as the sixth highest priority, "explains the difference between teaching children and teaching adults".

Attitude - Scope and Goal of Adult Education

As was noted previously, all of the competency statements related to attitudes are evidently of considerable importance to teachers and administrators who responded to the Inventory. This is in sharp contrast to the group which was just discussed. Although this group and the previous group deal with the same area, "Scope and Goal of Adult Education", the behaviors in this category are ranked twelfth, or last, out of the twelve groups (Table II), while attitudes are ranked second.

Attitudes of highest priority within this group are those which describe the teacher's professional commitment and role within the larger society, as a responsible citizen and leader of her/his profession.

A specific statement which received the second lowest priority rating in this category was also rated very low by the national sample. This leads us to believe that ABE teachers reject the narrowly defined goal of achieving an eighth grade reading proficiency.

Knowledge - Instructional Process

Three related statements within this category received widely different ratings by the respondents. The statement of second highest priority indicates that an ABE teacher should have "considerable" competence in "knowledge of the more widely used and usable ABE materials". However, the statement "has knowledge of the criteria for the selection and evaluation of adult materials" was given only a "moderate" rating, and appears just about the mean (average rating) within this category (rank order #14). A third statement, "has knowledge of the basic principles upon which instructional materials are developed, selected and utilized," appears well below the mean, ranking as 23rd in the total of 27 statements.

This apparent discrepancy raises a question in the researcher's mind. Of what use is "knowledge" of [the existence of] ABE materials if it is not accompanied by knowledge of criteria for selecting and evaluating those materials? And shouldn't such criteria be based on "logical principles" as identified in statement #23?

Other priority ratings in this group indicate that teachers are

more concerned with principles, methods and techniques of teaching adults than with group dynamics or sociological and employment concerns of students.

Behavior - Instructional Process

This group of statements is very large and diverse, because it best describes what teachers do in the process of teaching.

Statements of highest priority within this category reflect a desire on the part of teachers to understand, encourage and motivate the adult student. Also of high priority are statements which describe planning of instructional activities which are appropriate for individual learners.

The teachers' own effectiveness and professional knowledge is considered to be of great importance, as are activities which help the student "learn how to learn" (e.g. identify personal learning objectives, independent study, use problem-solving methods).

Lower priority was assigned to items which involve diagnosing; testing; evaluating student needs and progress; maintaining an orderly, disciplined classroom; constructing tests and materials.

Items of lowest priority describe activities such as using daily lesson plans, purchasing equipment or supplies and selecting or administering standardized tests.

Three related statements which appear quite low in overall ranking are of concern to the researcher. "Selection of audio-visual materials" is considered to require slight-to-moderate competence (#117); "operation of duplicating equipment and instructional hardware (#110.5)

requires only moderate competence; and "construction of audio-visual materials" is ranked as #126, with only slight competence required. If audio-visual materials are purchased commercially rather than prepared by teachers, the low rating of the third statement is understandable. However, if teachers preceive that they need so little competence in the selection of audio-visual materials and the use of appropriate hardware, it could be an indication that they feel that the use of such materials and equipment are unnecessary or not worthwhile in the adult basic education program. This should be investigated further by local program coordinators or supervisors.

Attitude - Instructional Process

High priority within this group was given to items which reflect positive attitudes toward the adult learner, and an awareness of her/his capabilities and needs. A willingness to adopt new ideas and unique instructional strategies is also rated as high priority.

All of the statements which were given highest priority in this category (ranked above the mean) by ABE personnel in Iowa also were ranked as high priority by the national sample. Likewise, items of lowest priority were similar for both groups.

The lowest ranked statement in this category was also ranked lowest by the national teacher sample. The assumption underlying the competency is that it is desirable for the learner to accept "middle class" attitudes and values. Apparently, ABE teachers across the country disagree. This seems to reflect an attitude on the part of ABE teachers that per-

haps attitudes and values and living conditions should not be imposed upon any group of people (in this case, ABE learners) by any other group (such as teachers).

COMPARATIVE RANKED ORDER OF GROUPS OF COMPETENCIES

With one exception, all of the groups of competency statements which reflected desirable attitudes were given the highest priority by both teachers and administrators. Table II shows that this is true for the three groups: Attitude - ABE Learner, Attitude - Adult Education and Attitude - Instruction. Although teachers also rated the group "Attitude - Curriculum" higher than all other non-attitude statements, administrators rated it lower. In the combined teacher/administrator ranking however, this category stayed near the top of the list.

This is likely to be a function of the administrators' perception of the teacher. Teachers and administrators do concur in rating attitudes towards the ABE Learner higher than any other category of statements. However, administrators apparently feel that the area of "curriculum", and specifically attitudes toward curriculum, is not as high on the priority list as other areas. This may be an indication that ABE teachers in Iowa are less involved in curricular concerns than in other areas.

It is interesting to note that, although statements which reflect attitudes towards adult education were consistently rated quite high (second overall ranking as a category), statements describing knowledge and behaviors related to adult education fall to the bottom of the list, for teachers as well as administrators. Evidently,

ABE personnel in Iowa feel that a competent ABE teacher has less need to acquire knowledge and behaviors related to adult education in general, than to aquire knowledge and behaviors regarding the ABE learner, the curriculum and the instructional process.

RECOMMENDATIONS

Recommendations based on the study will be categorized according to the specific purposes of the study, as stated on page 2.

Data resulting from the study is intended to be used:

1. by ABE program administrators, to provide guidelines for establishing criteria for hiring new teachers who will be "competent" in ABE;

2. by trainers and planners of staff training activities, to plan inservice programs which will meet perceived needs;

3. by personnel at two-year colleges, to develop new preservice (teacher preparation) programs, with special courses for potential ABE teachers.

The following recommendations are made, based on the data gathered and analyzed in this study:

1. Adult Basic Education program administrators, in establishing criteria for hiring ABE teachers, should consider that:

   A. The list of statements reported earlier represents a priority order ranking of the knowledges, behaviors and attitudes needed by "competent" ABE teachers in Iowa. An additional necessary step towards establishing such criteria is to devise a means of determining the degree of competence which prospective teachers have in each of the high priority areas.

   B. The fact that statements of desirable attitudes consistently ranked higher than other statements may be helpful in the hiring of

teachers. A personnel interview can be planned to elicit information, both directly and indirectly, from prospective teachers regarding their attitudes towards adult basic education and the adult learner. Such information regarding attitudes should then be compared with the priority listing of statements of attitudes as ranked by ABE teachers and program administrators in Iowa.

2. Trainers and planners of ABE staff development activities, in planning inservice programs, should consider the following:

   A. The researcher believes that the ranked knowledges, behaviors and attitudes do provide a set of priorities for establishing criteria for curriculum planning in training ABE teachers.

   B. Now that a priority order of appropriate competencies has been established, the next step should be an assessment of the competencies which teachers actually do or do not possess.* The results of such an assessment, compared with the priorities established through this study, will yield specific data which will help staff development planners to provide the specific types of training needed by teachers.

   C. With reference to the focus of training activities, the development of appropriate attitudes should be considered of highest priority, with knowledges and behaviors of lesser priority, respectively. It is easiest, of course, to plan training that will transmit knowledge or train teachers in specialized behaviors. However, efforts must be made

*See "Final Note" at the end of this section.

to deal with attitude development or attitudinal changes.

D. Curricular content should be planned to focus on three specific areas which appeared to cause some confusion or inconsistency of responses for teachers. These areas, as described earlier, include:

1. the concept and descriptive term "andragogy", and the "andragogical model";

2. knowledge of the criteria for the selection, development and/or evaluation of instructional materials, accompanied by an understanding between program administrators and teachers regarding the extent of teachers' responsibility in this area;

3. selection of audio-visual materials and ability to operate equipment which may be needed (projectors, video-tape players, etc.) to use such materials.

3. Planners of teacher preparation courses at two-year colleges should be aware of the following:

A. The ranked list of knowledges, behaviors and attitudes appropriate for ABE teachers does provide a set of criteria for planning curriculum for courses for prospective teachers.

B. Suggestions made in the previous section, regarding inservice teacher training, may be quite applicable to preservice planning. A continued cooperation between two-year colleges and the Iowa Department of Public Instruction, as well as local ABE programs, will facilitate the planning and implementation of appropriate courses.

C. University courses traditionally have not been a very viable means of training for many teachers. There needs to be much flexibility of class attendance requirements, as well as practical activities which relate theory to everyday classroom activities. Part-time ABE teachers often teach in the evenings, and cannot attend regular classes on a university campus. They also need to be able to make practical application of what they are learning to what they are doing. They can't afford the leisure of long-term study.

D. Perhaps courses can be brought to the teacher instead of the teacher going to the training facility. A college could sponser an off-campus course which meets in an area where ABE teachers work, at regular or irregular intervals, as convenient for teachers. Another optional format is that of supervised, independent study with occassional meeting of teachers for informal discussion.

FINAL NOTE

Since the administration of the ABE Teacher Competency Inventory in Iowa, several steps have been taken by the Center for Resource Development in Adult Education to improve on the original instrument, its format and procedure for administration, and the analysis of resulting data.

Using data and experience gained from this study, as well as a national study and one conducted in Puerto Rico, we have revised the Inventory so that the total number of statements has been reduced from 291 to 170; the statements have been rewritten to most accurately describe behaviors which may be appropriate for ABE teachers; and an additional dimension has been added, requesting that the teacher indicate not only the degree of compe-

tence which he/she feels an ABE teacher should have, but also an indication of the degree of competence which each responding teacher feels he/she does have. Thus, future studies will provide what can more accurately be called an "assessment of teacher training needs".

Current studies are underway, using the revised Inventory, in all of Region X (Alaska, Idaho, Oregon, Washington) as well as the Virgin Islands and Utah.

APPENDIX

Adult Basic Education Teacher

Competency Inventory

Developed by

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March, 1974

Adult Basic Education Teacher Competency Inventory

Directions: On the following pages are competencies which may be important to adult basic education teachers. For each item or competency please circle the rating (1-2-3-4-5) which best indicates your feeling as to the importance of that item. It is not necessary that you have a particular competency, but what you think an ABE teacher should have. Use the following key to make your judgements:

1. An ABE teacher requires no competency in this activity.
2. An ABE teacher requires slight competency in this activity.
3. An ABE teacher requires moderate competency in this activity.
4. An ABE teacher requires considerable competency in this activity.
5. An ABE teacher requires complete competency in this activity.

Do not spend much time on any single question. Please answer all questions. There are no right or wrong answers. What is important is how you rate each competency. Remember, I am not asking if you possess any one of the competencies.

Here is an example:

1. An ABE teacher has the ability to administer an informal reading inventory. 1 2 3 4 (5)

In this example the "5" was circled because it was felt that complete competency was needed. If, on the other hand, the "1" had been circled, it would mean that the person felt no competency was needed.

Put a circle around the number which comes closest to representing your feeling. At times your exact feeling will not be represented, but select the answer nearest your feelings. Sometimes it will be difficult to make a decision, but do the best you can and do not omit any item.

Adult Basic Education Teacher
Competency Inventory

Name (print) _____

City _____ State _____ Zip _____

Title of Program _____

Sex: ____ Male _____ Female Position: ____Administrator ____ Teacher

Number years experience in ABE (check one) ____ 1 year ____ 2 years ____ 3 years

____ 4 years ____ 5 years ____ more than 5

My most recent attendance at an ABE teacher training program was:

____ During the past six months ____ During the past year (but over 6 months ago)

____ More than one year ago ____ Have never attended an ABE teacher training program

My ABE job is: ____ part-time ____ full-time

It you work part-time in ABE and have a full-time teaching position, indicate the level of your full-time job:

____ pre school ____ elementary school ____ high school ____ college

_____

Date survey completed

ADULT BASIC EDUCATION TEACHER

COMPETENCY INVENTORY

Curriculum

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
1. has knowledge of the primary comprehension skills.	1	2	3	4	5
2. has knowledge of practical arithmetic skills.	1	2	3	4	5
3. has knowledge of developmental tasks of adults.	1	2	3	4	5
4. has knowledge of the Language Power frame types.	1	2	3	4	5
5. has knowledge of the vocabulary skills that should be developed by ABE students.	1	2	3	4	5
6. has knowledge of phonic components.	1	2	3	4	5
7. has knowledge about adult home life skills and consumer education.	1	2	3	4	5
8. has knowledge of functional reading word lists.	1	2	3	4	5
9. has knowledge of the principles of penmanship.	1	2	3	4	5
10. has knowledge of the sequence of reading skills.	1	2	3	4	5
11. can recognize what components of the subject are essential to the adult student.	1	2	3	4	5
12. can identify the major topics, characteristics, and concepts of each subject.	1	2	3	4	5
13. has knowledge of the content components necessary for teaching reading.	1	2	3	4	5
14. has knowledge of the basic concepts of the arithmetic curriculum from the primary school level through the high school level.	1	2	3	4	5

	No	Slight	Moderate	Considerable	Complete

An ABE teacher:

15. has knowledge of arithmetical and mathematical skills including problem solving. 1 2 3 4 5

16. has knowledge of the important concepts of both traditional and modern math. 1 2 3 4 5

17. has knowledge of the fundamental skills of communication - reading, writing, spelling, and listening - as well as other elements of effective oral and written expression. 1 2 3 4 5

18. has knowledge of the interpersonal skills of effectively relating oneself to family, community and society. 1 2 3 4 5

19. has knowledge that math is developmental; skills build upon others. 1 2 3 4 5

20. helps students control and adjust to change. 1 2 3 4 5

21. demonstrates ability to maintain his own mental and physical health. 1 2 3 4 5

22. interprets and uses a functional model of the curriculum development process that is appropriate for selection, production and evaluation of instructional programs. 1 2 3 4 5

23. breaks subject matter down into its component parts. 1 2 3 4 5

24. organizes a plan of skill instruction that demonstrates appropriate sequence, continuity, and integration. 1 2 3 4 5

25. demonstrates personal skill in the processes of reading, writing, arithmetic as well as in other basic areas of the ABE curriculum. 1 2 3 4 5

26. adapts curriculum to the needs of the adult student. 1 2 3 4 5

27. identifies curriculum development process and the relationship between the curriculum, learning activities, educational objectives and terminal tasks. 1 2 3 4 5

	No	Slight	Moderate	Considerable	Complete

An ABE teacher:

28. is aware of the content in relation to the learner's objectives. 1 2 3 4 5

29. has commitment for the subject matter. 1 2 3 4 5

30. has a commitment to keep up to date on new developments in content areas. 1 2 3 4 5

31. recognizes that math instruction should include instruction in reading and vocabulary. 1 2 3 4 5

32. recognizes the importance of social living skills (consumer education, health, nutrition, practical government and conservation). 1 2 3 4 5

ABE Learner

1. knows principles of learning as they apply to the adult student. 1 2 3 4 5

2. has knowledge of students' backgrounds. 1 2 3 4 5

3. has knowledge of cultural and social forces that influence adult learning. 1 2 3 4 5

4. has knowledge of the economically disadvantaged and various ethnic groups. 1 2 3 4 5

5. has knowledge of the psychological problems of the adult student. 1 2 3 4 5

6. has knowledge of the changes in physiological, mental and social development throughout life. 1 2 3 4 5

7. has knowledge of what motivates adults to participate in programs. 1 2 3 4 5

8. has knowledge of the existence of the developmental tasks of adulthood. 1 2 3 4 5

9. has knowledge of the impact of prior educational experiences and failures upon the under-educated adult. 1 2 3 4 5

An ABE teacher:		No Slight Moderate Considerable Complete
10.	has knowledge of the effect(s) of discrimination upon the self-concept of ABE student.	1 2 3 4 5
11.	finds reasons for low self-concepts of individual students.	1 2 3 4 5
12.	motivates students.	1 2 3 4 5
13.	identifies the students' informal social groups.	1 2 3 4 5
14.	analyzes ways in which environment has conditioned the learner.	1 2 3 4 5
15.	interprets the social characteristics of the under-educated adults.	1 2 3 4 5
16.	identifies the students' level of aspiration and despair.	1 2 3 4 5
17.	identifies what is the basis of mutual respect between teacher and student.	1 2 3 4 5
18.	assesses individual physical differences.	1 2 3 4 5
19.	uses sociograms.	1 2 3 4 5
20.	determines signs of physical decline.	1 2 3 4 5
21.	analyzes the influences that subcultures have on the lives of individual students.	1 2 3 4 5
22.	finds and develops potential talents.	1 2 3 4 5
23.	relates to the differences in people.	1 2 3 4 5
24.	raises students' self-concepts.	1 2 3 4 5
25.	identifies some of the causes of discrimination.	1 2 3 4 5
26.	identifies the needs of individual learners.	1 2 3 4 5
27.	lists the various community social, educational, and training agencies which serve adults and can state the major functions of each.	1 2 3 4 5

	No	Slight	Moderate	Considerable	Complete

An ABE teacher:

28.	describes the social and emotional characteristics, as well as intellectual and physical abilities, of undereducated adults.	1	2	3	4	5
29.	believes there is potentiality for growth in most people.	1	2	3	4	5
30.	believes in freedom of thought and expression.	1	2	3	4	5
31.	has an awareness that there are merits in the learner's way of living.	1	2	3	4	5
32.	does not fear students who come from different backgrounds.	1	2	3	4	5
33.	has a commitment to assist adults to assume new roles in society.	1	2	3	4	5
34.	is challenged by the needs of students.	1	2	3	4	5
35.	is aware of the differences in background of experience among his students and recognizes their limitations.	1	2	3	4	5
36.	accepts the importance of recognizing individual differences.	1	2	3	4	5
37.	does not over-generalize and stereotype.	1	2	3	4	5
38.	has accepted the fact that there are differences between children and adults as learners.	1	2	3	4	5

Scope and Goal of Adult Education

1.	has knowledge of theory and practice of program development.	1	2	3	4	5
2.	has knowledge of the theory and practice of teaching in adult education.	1	2	3	4	5
3.	has knowledge of the philosophical bases and issues of adult education.	1	2	3	4	5

	No	Slight	Moderate	Considerable	Complete
An ABE teacher:					
4. has knowledge of institutional arrangements of adult education.	1	2	3	4	5
5. has knowledge of social structure and characteristics of the community.	1	2	3	4	5
6. has knowledge of the community development approach to adult education.	1	2	3	4	5
7. has knowledge of new developments and recent recommendations in adult education.	1	2	3	4	5
8. has knowledge of the historic and contemporary approaches to literacy.	1	2	3	4	5
9. has knowledge of the sociology of adult education.	1	2	3	4	5
10. has knowledge of agencies and institutions found in the community.	1	2	3	4	5
11. has knowledge of the nature of adult basic education legislation.	1	2	3	4	5
12. has knowledge of the historical structure and background of adult education.	1	2	3	4	5
13. has knowledge of the financing of adult basic education.	1	2	3	4	5
14. has knowledge of recruiting the under-educated adult as a learner.	1	2	3	4	5
15. has knowledge of the emergence of adult education as a marginal institution.	1	2	3	4	5
16. has knowledge of the nature of the literacy problem in the U.S.	1	2	3	4	5
17. explains the difference between teaching children and teaching adults.	1	2	3	4	5
18. explains the similarities and differences between general and vocational education.	1	2	3	4	5

	No	Slight	Moderate	Considerable	Complete
An ABE teacher:					
19. explains the goals of general education.	1	2	3	4	5
20. organizes and uses the services of local adult basic education advisory committees.	1	2	3	4	5
21. explains the theories which relate to the andragogical model.	1	2	3	4	5
22. uses the techniques of public relations.	1	2	3	4	5
23. interprets the foundations of adult education.	1	2	3	4	5
24. identifies the current issues in adult education.	1	2	3	4	5
25. applies the concept of continuing education to increase her/his professional competence.	1	2	3	4	5
26. interprets the intent of enabling legislation of adult basic education.	1	2	3	4	5
27. interprets, evaluates, uses, plans, and conducts pertinent research in adult education.	1	2	3	4	5
28. interprets national, state and local objectives of adult basic education.	1	2	3	4	5
29. uses information from professional journals, organizations and associations.	1	2	3	4	5
30. uses the services of state and local agencies responsible for adult basic education.	1	2	3	4	5
31. identifies the problems and principles of administration in adult education.	1	2	3	4	5
32. explains the processes involved in group or community change.	1	2	3	4	5
33. interprets the adult basic education program to other teachers and the community.	1	2	3	4	5

		No	Slight	Moderate	Considerable	Complete
An ABE teacher:						
34.	interprets the structure of the community.	1	2	3	4	5
35.	identifies similarities and differences between two or more educational philosophies.	1	2	3	4	5
36.	identifies the philosophic base of adult education and interprets its various aspects in American society.	1	2	3	4	5
37.	explains how liberal adult education can be applied to adult basic education.	1	2	3	4	5
38.	takes responsibilities for leadership in civic community activities.	1	2	3	4	5
39.	states the primary reasons for integrating reading into the total adult basic education program.	1	2	3	4	5
40.	has a strong commitment to adult education.	1	2	3	4	5
41.	believes that innovation and experimentation are necessary and desirable for the growth of adult education.	1	2	3	4	5
42.	desires to be a responsible leader of her/his profession.	1	2	3	4	5
43.	believes in a responsive and responsible citizenry.	1	2	3	4	5
44.	has a commitment for continuous learning.	1	2	3	4	5
45.	has accepted a system of values about adult education.	1	2	3	4	5
46.	has confidence in her/his ability as a teacher.	1	2	3	4	5
47.	recognizes that the ultimate goal of teaching reading to ABE students is to enable them to read and comprehend on approximately an 8th grade level.	1	2	3	4	5

	No	Slight	Moderate	Considerable	Complete

An ABE teacher:

48. accepts responsibility for personal behaviors that affect the health of others. 1 2 3 4 5

Instructional Process

1. has knowledge of the characteristics of testing and evaluating adults. 1 2 3 4 5
2. has knowledge of group dynamics and leadership techniques. 1 2 3 4 5
3. has knowledge of the criteria for the selection and evaluation of adult materials. 1 2 3 4 5
4. has knowledge of the cognitive, psychomotor, and affective domains of educational objectives. 1 2 3 4 5
5. has knowledge of the logical principles upon which instructional materials are developed, selected, and utilized. 1 2 3 4 5
6. has knowledge of the materials and methods for each type of reading deficiency. 1 2 3 4 5
7. has knowledge of the rationale for the linguistic and sightword approaches to the teaching of reading. 1 2 3 4 5
8. has knowledge of the means of evaluating general and specific objectives. 1 2 3 4 5
9. has knowledge about possible handicaps of non-readers. 1 2 3 4 5
10. has knowledge of remedial reading techniques. 1 2 3 4 5
11. has knowledge of the language experience approach in teaching reading. 1 2 3 4 5
12. has knowledge of the principles of adult learning. 1 2 3 4 5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
13. has knowledge of the psychological factors which affect learning.	1	2	3	4	5
14. has knowledge of the instructional cycle.	1	2	3	4	5
15. has knowledge of the design of an effective learning situation.	1	2	3	4	5
16. has knowledge of the areas of applicability of the skills he/she is teaching.	1	2	3	4	5
17. has knowledge of agencies found within the community that can assist the students.	1	2	3	4	5
18. has knowledge of the sequence of teaching word attack skills.	1	2	3	4	5
19. has knowledge of the more widely used and usable ABE materials.	1	2	3	4	5
20. has knowledge of methods and materials for teaching arithmetic to adults.	1	2	3	4	5
21. has knowledge of economic and labor market information.	1	2	3	4	5
22. has knowledge of method and materials for teaching language arts to adults.	1	2	3	4	5
23. has knowledge of the sociological problems of adults.	1	2	3	4	5
24. has knowledge of the anxieties about learning that are specific to women and other identifiable groups.	1	2	3	4	5
25. has knowledge of the technique of stating objectives in behavioral terms.	1	2	3	4	5
26. has knowledge of the basic principles and techniques of group process.	1	2	3	4	5
27. has knowledge of the reasons why an adult participates in educational programs.	1	2	3	4	5

An ABE teacher:		No	Slight	Moderate	Considerable	Complete
28.	performs as a professional consultant and counselor.	1	2	3	4	5
29.	applies principles of attitude and behavior change.	1	2	3	4	5
30.	guides and counsels adult students.	1	2	3	4	5
31.	coordinates and supervises classroom activities.	1	2	3	4	5
32.	functions in a team teaching situation.	1	2	3	4	5
33.	arranges flexible grouping for learning.	1	2	3	4	5
34.	maintains discipline in the classroom.	1	2	3	4	5
35.	maintains attention in the classroom.	1	2	3	4	5
36.	maintains a clean, orderly classroom.	1	2	3	4	5
37.	develops and uses a system to keep records for each student.	1	2	3	4	5
38.	develops a climate that will encourage students to particpate.	1	2	3	4	5
39.	uses prescribed classroom organizational plans.	1	2	3	4	5
40.	motivates adults.	1	2	3	4	5
41.	provides adapted programs for the physically handicapped.	1	2	3	4	5
42.	selects and uses techniques for particular learning tasks.	1	2	3	4	5
43.	adapts instruction to the background of the adult.	1	2	3	4	5
44.	uses the problem-solving approach.	1	2	3	4	5
45.	operates a learning laboratory.	1	2	3	4	5
46.	uses the language experience approach to teach reading.	1	2	3	4	5

		No	Slight	Moderate	Considerable	Complete
An ABE teacher:						
47.	relates subject matter to the student.	1	2	3	4	5
48.	uses questions at all levels of comprehension.	1	2	3	4	5
49.	devises techniques to facilitate recall.	1	2	3	4	5
50.	applies basic principles of adult learning to instructional situations.	1	2	3	4	5
51.	selects instructional approaches to remedy deficiencies in reading.	1	2	3	4	5
52.	selects instructional approaches to remedy deficiencies in computation.	1	2	3	4	5
53.	develops within the adult a sense of confidence.	1	2	3	4	5
54.	develops within the adult a sense of her/his progress and abilities.	1	2	3	4	5
55.	is imaginative.	1	2	3	4	5
56.	uses humor in the classroom.	1	2	3	4	5
57.	recognizes and describes the steps involved in planning, decision-making and problem solving.	1	2	3	4	5
58.	helps students learn and use the methods and tools of problem-solving.	1	2	3	4	5
59.	guides students' learning through their personal experiences and observations.	1	2	3	4	5
60.	provides practice activities that reinforce classroom instruction.	1	2	3	4	5
61.	relates classroom instruction to the job experiences of students.	1	2	3	4	5
62.	reproduces phonemes which are found in regional dialects.	1	2	3	4	5
63.	states objectives in behavioral terms.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
64. identifies and analyzes terminal behaviors.	1	2	3	4	5
65. applies psychological principles to the selection of instructional objectives.	1	2	3	4	5
66. recognizes behaviorally stated objectives.	1	2	3	4	5
67. formulates instructional objectives and devises a system for involving students in this process.	1	2	3	4	5
68. differentiates between goals and objectives.	1	2	3	4	5
69. helps the student develop perceptual processes (visual and auditory discrimination, fluency in speaking and writing).	1	2	3	4	5
70. teaches students to interpret data.	1	2	3	4	5
71. teaches the student to use the scientific method.	1	2	3	4	5
72. demonstrates handwriting.	1	2	3	4	5
73. gives instruction to students to improve word attack and reading comprehension skills.	1	2	3	4	5
74. operates duplicating equipment and instructional hardware.	1	2	3	4	5
75. writes and uses instructional materials.	1	2	3	4	5
76. uses mass media as an educational means.	1	2	3	4	5
77. evaluates published adult instructional materials.	1	2	3	4	5
78. uses programmed and self-directed materials.	1	2	3	4	5
79. purchases equipment and supplies.	1	2	3	4	5
80. selects audio-visual materials.	1	2	3	4	5
81. constructs audio-visual materials.	1	2	3	4	5

		No	Slight	Moderate	Considerable	Complete
An ABE teacher:						
82.	prescribes instructional materials which will meet the abilities of the student.	1	2	3	4	5
83.	selects and develops instructional materials.	1	2	3	4	5
84.	constructs informal reading inventories.	1	2	3	4	5
85.	classifies oral and silent reading characteristics, including errors, of the adult student.	1	2	3	4	5
86.	administers and interprets standardized tests.	1	2	3	4	5
87.	chooses standardized achievement tests.	1	2	3	4	5
88.	locates standardized tests.	1	2	3	4	5
89.	interprets and uses the results of standardized achievement tests.	1	2	3	4	5
90.	administers and interprets an informal reading inventory and math inventories.	1	2	3	4	5
91.	constructs informal tests and measurement techniques to evaluate student achievement.	1	2	3	4	5
92.	diagnoses deficiencies in students' basic computational and reading skills.	1	2	3	4	5
93.	interprets and uses progress charts and other records on students.	1	2	3	4	5
94.	administers, selects, and interprets results of tests that will yield necessary data on needs and interests of students.	1	2	3	4	5
95.	uses criterion-referenced evaluation instruments.	1	2	3	4	5
96.	uses pre-tests and post-tests.	1	2	3	4	5
97.	evaluates and reports on student progress.	1	2	3	4	5

An ABE teacher:		No	Slight	Moderate	Considerable	Complete
98.	recognizes learning problems and determines physiological, psychological, and sociological characteristics that may affect motivation.	1	2	3	4	5
99.	demonstrates procedures for determining the instructional reading level of a student.	1	2	3	4	5
100.	chooses testing procedures and programs that will yield necessary data on students.	1	2	3	4	5
101.	determines the difficulty, validity and reliability of teacher-made tests.	1	2	3	4	5
102.	determines modes and rates of learning, through diagnosis.	1	2	3	4	5
103.	interprets the results of vocational interest inventories.	1	2	3	4	5
104.	explains the problems related to testing the under-educated adult.	1	2	3	4	5
105.	conceptualizes and performs processes to evaluate the student, teacher and total program.	1	2	3	4	5
106.	integrates knowledge of reading skills, particular dialects, and reading problems, with instructional materials.	1	2	3	4	5
107.	makes arrangements for and conducts field trips.	1	2	3	4	5
108.	develops a system whereby teacher and students can jointly design learning experiences.	1	2	3	4	5
109.	plans instruction for individual students.	1	2	3	4	5
110.	makes daily lesson plans.	1	2	3	4	5
111.	designs a study plan for students based on results of diagnostic tests.	1	2	3	4	5
112.	plans methodology to develop students' communication skills.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
113. plans learning experiences for students which will improve word recognition and comprehension skills.	1	2	3	4	5
114. summarizes and reviews the main points of a lesson or demonstration.	1	2	3	4	5
115. plans instructional activities which bring resources of the community to bear on needs of students.	1	2	3	4	5
116. applies knowledge of social, psychological and physiological factors which affect adult learning, to the teaching-learning situation.	1	2	3	4	5
117. describes the social structure of the local community as it relates to ABE students.	1	2	3	4	5
118. helps students identify needs and goals.	1	2	3	4	5
119. evaluates student progress and provides continuous feedback.	1	2	3	4	5
120. assists students in making immediate application of what they have learned.	1	2	3	4	5
121. helps the adult student determine personal learning objectives and become a self-directed learner.	1	2	3	4	5
122. explains what is individually prescribed instruction.	1	2	3	4	5
123. describes and makes distinctions among the three modalities by which people learn.	1	2	3	4	5
124. describes and explains the factors (physical, psychological, neurological and environmental) which may cause reading problems.	1	2	3	4	5
125. plans instruction to begin at the student's learning level.	1	2	3	4	5
126. describes characteristics of the adult learner.	1	2	3	4	5
127. evaluates her/his teaching effectiveness.	1	2	3	4	5

An ABE teacher:		No	Slight	Moderate	Considerable	Complete
128.	effectively communicates with adults.	1	2	3	4	5
129.	conducts community surveys for purposes of improving instruction.	1	2	3	4	5
130.	evaluates her/his subject matter teaching performance.	1	2	3	4	5
131.	locates, interprets and applies research and new developments to improve teaching.	1	2	3	4	5
132.	prepares new teachers for innovative and changing programs.	1	2	3	4	5
133.	formulates criteria for selecting teachers and lay leaders.	1	2	3	4	5
134.	modifies her/his teaching to accommodate individual and group learner characteristics.	1	2	3	4	5
135.	applies knowledge of materials and procedures gained from other teachers to improve her/his own teaching.	1	2	3	4	5
136.	explains how the democratic process is applied to everyday life.	1	2	3	4	5
137.	applies democratic principles to everyday life.	1	2	3	4	5
138.	demonstrates and gives examples of concepts and principles.	1	2	3	4	5
139.	develops generalizations supported by facts.	1	2	3	4	5
140.	applies generalizations to specific situations.	1	2	3	4	5
141.	teaches students to form generalizations.	1	2	3	4	5
142.	functions as a group member.	1	2	3	4	5
143.	differentiates between leadership styles.	1	2	3	4	5
144.	applies knowledge of economic and labor market information to the vocational endeavors of students.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
145. aids the student in obtaining employment or on-the-job training.	1	2	3	4	5
146. differentiates responsibilities and makes plans that incorporate teacher talents.	1	2	3	4	5
147. coordinates a specific curriculum program with the total program of which it is a part.	1	2	3	4	5
148. organizes topics in logical sequence.	1	2	3	4	5
149. recognizes action words appropriate to a given behavior.	1	2	3	4	5
150. lists the major causes of reading difficulties in adult students.	1	2	3	4	5
151. describes the social, psychological and physiological effects of the aging process on learning.	1	2	3	4	5
152. constructs profiles which reflect pupil attainment, potential, and expectations in reading.	1	2	3	4	5
153. plans independent study effectively with students.	1	2	3	4	5
154. humanizes the learning process.	1	2	3	4	5
155. believes that elementary level literacy materials can be successfully taught to adults if made relevant to their life styles.	1	2	3	4	5
156. believes that before "middle class" attitudes and values can be accepted the learner's living conditions must also be changed.	1	2	3	4	5
157. believes that negative attitudes toward learning can be changed to positive attitudes through reinforcement.	1	2	3	4	5
158. recognizes a positive relationship between dialects and standard English: both forms of spoken language are useful in their unique settings.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
159. believes that determination of instructional goals and objectives is the responsibility of both teacher and learner.	1	2	3	4	5
160. strives in quest of methods, techniques and materials to help students succeed.	1	2	3	4	5
161. recognizes the importance of dealing with students as a friend and advisor.	1	2	3	4	5
162. believes that experimentation and innovation are vital to successful program development.	1	2	3	4	5
163. believes that the physical characteristics of the environment affect the quality of learning by students.	1	2	3	4	5
164. is sensitive to ethnic differences.	1	2	3	4	5
165. believes in the effectiveness of group energy and group action and its special relevance for adults.	1	2	3	4	5
166. has an open mind and is willing to accept ideas of others.	1	2	3	4	5
167. enjoys a challange and is willing to try novel or unique strategies in broadening horizons of students.	1	2	3	4	5
168. appreciates the need to adjust the rate of instruction to the student's rate of learning.	1	2	3	4	5
169. believes that adults can learn if motivated and given sufficient time.	1	2	3	4	5
170. develops empathy toward those who live in conditions of poverty.	1	2	3	4	5
171. is sensitive to adult needs for new information and understandings.	1	2	3	4	5
172. views program evaluation in terms of the changing needs of students.	1	2	3	4	5
173. has an accurate perception about the purpose and process of learning.	1	2	3	4	5